



Supporting Teachers & Students

Promoting Inclusive Education

Networking with Partners

Determining Cognitive needs

Agitating for Public Awareness & Sensitivity

What we do

We collaborate

NaRCIE's innovative mode of providing solutions to problems which students face in the classrooms is a direct result of our continuous interaction and discussion with pertinent partners in education. This is because we have learnt that we cannot succeed in isolation. It does not work, for example, to focus on improving academic skills while ignoring the students' family and other conditions in which they live. It will be less effective. The problems students have are intricate and as such require systematic and complex approaches. We strive to focus simultaneously on the individual pieces of the *puzzle and* the puzzle as a whole, so that we are continually working towards the same comprehensive solutions. We believe that people working effectively in groups are often capable of greater vision and creativity than people working alone.

The NaRCIE has built sustainable solutions by fostering collaboration among people with diverse skills and viewpoints. Internally, the NaRCIE is a community of educators, teachers, researchers and administrators. Externally, we build collaborations across countries, schools, teachers, communities and professions.

We focus on teacher preparedness and effectiveness

At the NaRCIE, we believe that learning and making changes begin with questions: a teacher wanting to know how (s)he can assist a student with learning difficulties, or a principal searching for better ways to meet the needs of students with disabilities will communicate with us. Together we raise and explore questions of importance which help them find solutions. Activities such as individual teacher consultations, facilitating professional development workshops for staff, offering suggestions for curriculum modifications and adaptations are carried out to this effect.

Who we are

Since January 1991, the National Resource Center for Inclusive Education (NaRCIE) (formerly known as the Special Education Unit) has been a pioneer, merging the systems of special education and regular education to ensure that **All** our children are provided with equitable opportunities to achieve his/her individual best in all aspects of life. Our services and products, developed in collaboration with partners and from in-depth research and practice, consistently advance learning and healthy development for primary and secondary school students. Our work strengthens nearly every facet of society, including early childhood development, public awareness and sensitization to the needs of persons with special needs, parent involvement in the education of their children, school reform, literacy and social justice.

Our People

The NaRCIE's creative and welcoming environment allows us to attract, and keep an extraordinary team of dedicated staff. Our employees, including our support staff, have records of success in educational practices, research and programme planning and implementation.

Our Expertise

The NaRCIE boasts of its skilled officers whose competencies include: Research and applications in the teaching of students with a range of learning difficulties, emotional behavioral problems, hearing and visual impairments, communication disorders, educational assessments, professional development for teachers, and curriculum and materials modification.

We ascertain learning needs

The foundation for providing factual solutions to learners' problems leans heavily on the proficiency and experience of the officers of the NaRCIE to glean information about the students' learning and behavioral characteristics. Pre-assessment observation is done in the classroom of the referred student to ascertain information about the teaching/learning environment. The expert use of pertinent educational assessment instruments allows for an expeditious process which provides valid, reliable and useful data about the referred student. A detailed report disclosing the findings of the educational assessment is compiled and communicated to the relevant parents and teacher(s).

We agitate for public awareness and sensitivity

Since its inception, the NaRCIE has focused on developing projects that create original materials/programmes which bring awareness and sensitivity to issues affecting persons with special needs in our community. The significance of this aspect of our mission cannot be disregarded as it not only validates our existence but also urges the required attention. The publication of printed material; radio /television discussions and debates; infomercials and "word of mouth" transmission of information are skillfully and successfully used as our means of conveyance.

We promote inclusive education practices

At the very core of the NaRCIE's function is the commitment to promote the movement to improve our educational system so that it is truly meaningful and must include ***All*** students. We strongly believe that educational equity for some students can best be realized when we seek educational advancement and achievement for ***All***. Excellence and equity are inseparable. Thus the NaRCIE is an ardent mouthpiece for the use of inclusive educational practices to ensure no one is excluded.

Mission Statement

The National Resource Center for Inclusive Education works in partnership with School personnel, Families, Religious, Government and Non-Governmental Organizations to develop inclusive school communities, which nurture and appreciate the diverse learning needs of **all** students. This is done by identifying the unique learning needs of students; facilitating the provision of effective educational practices and encouraging the creation of conducive learning environments where **all** students can grow into persons who will lead active and productive lives.

Goals:

- (1) To facilitate the development of schools and classrooms as supportive communities that include and meet the needs of **all** students.
- (2) To provide opportunities for parents and teachers to become active partners in the education of their children.
- (3) To work collegially with Government, Non-Governmental Organizations and the wider community to raise awareness of the special needs of children and to provide appropriate support services.

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